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ABSTRACT

This booklet has been prepared to guide the implementation, operation, and evaluation of the field tests of the Creating a Career program. This field test guide describes the preparation needed for a field test, (acquiring materials, choosing the instructor, registration, scheduling the field test, preparing the classroom, orientation of other personnel), and agenda for an instructor orientation course, and samples of the registration forms used for the course. The remainder of the guide provides the forms used in the evaluation of the instructor orientation course and in the field test evaluation. (Author/BP)

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CREATING A CAREER

Field Test Guide

Training Research and Development Station
Department of Manpower and Immigration
Prince Albert, Saskatchewan

CE002422

F O R E W O R D

This booklet has been prepared to guide the implementation, operation and evaluation of the field tests of the Creating a Career Program. It is intended for use by persons directly concerned with the field tests and to be used in conjunction with the Creating a Career Instructor's Manual in preparing for, conducting and reporting on the field test.

A field test is the operation of a new program under ordinary conditions to determine and evaluate the installation and maintenance procedures and operational characteristics with the objective of more precisely determining the nature of these factors prior to a broader acceptance or adoption of the program. The field test instructor, the program administrator, and the students participating therefore have significant roles in determining the future direction of the development of Creating a Career.

The developers gratefully acknowledge the cooperation and assistance of the various field test institutions, the respective provincial adult training authorities and the regional officials of the Department of Manpower and Immigration in coordinating and conducting the field test.

Creating a Career is a project of the Career Development Programs Unit, Adult Development Division, Training Research and Development Station. The Training Research and Development Station was established to develop new methods of training and counseling.

L.G. Tippett, Head
Career Development Programs

July, 1974

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PART I INTRODUCTION

WHAT IS CREATING A CAREER?

Creating a Career is a curriculum based vocational guidance program. Its two principal objectives are: to have students make an appropriate occupational choice and to have students develop job search skills.

Creating a Career was developed to meet the urgent needs of many of the more than 250,000 young people who leave school each year and who experience difficulty in obtaining and retaining satisfactory employment. A great many of these young people are enrolled in various adult basic education and other programs which are conducted in a variety of institutions including community colleges, technical institutes and other adult retraining centres. A curriculum based vocational guidance program in conjunction with other courses appears to be an appropriate way to provide the necessary career planning experiences for these people.

A complete and comprehensive description of the program can be found in the Creating a Career Instructor's Manual.

WHAT IS A FIELD TEST?

In the development of a new training program, particularly one in which one or more innovative instructional processes or approaches are employed, the various stages of development are followed by trials to enable the developers to get feedback in order to confirm the utility of their approaches and to direct further development.

In the case of Creating a Career, these developmental stages have been:

1. The Concept Study. This work was begun in December, 1972. It involved a study of the problems of young people who have difficulty in formulating occupational goals and who have difficulty in successfully bridging the gap from school to work. Literature was reviewed, various programs and practices were examined and a solution was proposed. The proposal was to develop a curriculum based program which would develop the knowledge, skills and attitudes required to meet the principal program objectives. The concept study was completed in mid-January, 1973. An

abridged version of this study entitled Vocational Counseling, can be obtained from Information Canada, Box 1565, Prince Albert, Saskatchewan.

2. Exploratory Development. In this stage, the implications and objectives drawn from the Concept Study were used as the basis for determining content areas, more specific objectives and instructional strategies. The result of this work was the design specification and precise definition of the content, process and components of the total instructional system which was to be developed. This work was completed in June, 1973.

3. Prototype Development. The development team produced the various components which carry the objectives, instructional strategies and evaluation systems to the point where the first trials of the various lessons could be exposed to students. The resulting prototype course was designed to be conducted by the developers and did not require the various support elements necessary for implementation remote from the developmental laboratory. The prototype Creating a Career course was ready for trial in mid-November, 1973.

4. Program Experimentation and Pilot Study. During late November 1973, many of the exercises were conducted with a group of students at the Prince Albert Regional Community College. The purpose of these trials was to get student reaction to the methods and materials used. Principally, these were exercises which employed group strategies and those in which several of the new instructional materials were used in conjunction with individualized experiences.

In the Pilot Studies which followed in December, 1973, the total program was conducted in each of a class of BTSD students and a class of BJRT students. These were also conducted at the Prince Albert Regional Community College. In both pilot classes the course was conducted full time for a block of two weeks (10 days).

Program experimentation and pilot study indicated that several exercises and materials required modification, that several should be deleted, that some new ones were required and that some should be re-sequenced.

5. Advanced Development and Program Formalization. Work in this stage was done in the period from mid-December 1973 to the end of May 1974. Modifications were made, all material components were improved to standards required for a broader field test and reproduced in required quantities. A description of the program was written and made available to interested individuals and organizations and a number of seminars were conducted to make potential users aware of general nature of the program.

6. Field Test. A field test is conducted to test the program under ordinary operating conditions remote from the developmental laboratory. In general it is to determine the nature of program support services required, effect on other programs, and its acceptability by institutions, instructors and students.

Specifically the field test of Creating a Career is part of its ongoing development and formalization and is conducted to:

a. Determine and evaluate installation requirements such as instructor training, orientation and roles of other personnel, acquisition of materials and scheduling.

b. Determine and evaluate operational characteristics such as time, cost, and appropriateness of materials and methods.

c. Determine and evaluate the program's acceptability in and for such programs as BTSD, BJRT, Outreach and others.

d. Determine and evaluate the program's acceptability by Department of Manpower and Immigration, other program funding organizations and programs, departments of education, training institutions, instructors and students.

e. Determine and evaluate the program acceptability and adaptability for use in urban and rural areas and large and small institutions.

Twelve to sixteen field tests are planned and will be conducted in a variety of institutional types, in a variety of programs and for a variety of student populations across the country. The implementation of the field tests is being coordinated by regional offices of Department of Manpower and Immigration and the respective adult training authorities in the provinces.

PART II LOCAL PREPARATIONS FOR THE FIELD TEST

1. Acquiring Materials

The material components required to conduct the field test should be on hand at least one week prior to the start of the course so that they can be checked and prepared for placement in the classroom.

The materials developed and produced by the Training Research and Development Station are purchased from Information Canada, Box 1565, Prince Albert, Saskatchewan. These materials can be purchased by ordering "Materials for Creating a Career Field Test." The materials supplied will be sufficient for a class of 15 students. The price for the complete set to field test sites only is $400.00.

Specifically these materials along with the requirements are:

Creating a Career Instructor's Manual	1 required
Creating a Career Student's Book	1 per student
Creating a Career Role Play Situations	1 required
Creating a Career Audio Tape Set (3 tapes)	1 required
Creating a Career Video Tape "Listening Techniques"	1 required
Creating a Career Overhead Projectual Set (78 projectuals)	1 required
Exploring Occupations Kit (Keysort Cards)	1 required
Occupational Information Index Package	1 required

The materials required from commercial publishers and to be ordered directly from these publishers or distributors are:

Occupational Explorations Kit 1971

Order from:

Science Research Associates
44 Prince Andrew Place
DON MILLS, Ontario
Cat. Number 5-1000 Price - $142.35

G.C. Occupational Information Monographs

Order from:

Guidance Centre
Faculty of Education
University of Toronto
1000 Yonge Street
TORONTO, Ontario
M4W 2K8
Order Complete Set Price - approximately $60.00
(Tel.: 416-928-3206)

Canadian Classification and Dictionary of Occupations Volumes 1 and 2
Department of Manpower and Immigration

Order from:

Information Canada
OTTAWA
Cat. Numbers MP53-171/1 and MP53-171/2 Price - $10.00 each

or at the following Information Canada bookstores:

1687 Barrington Street
HALIFAX, Nova Scotia

640 St. Catherine Street West
MONTREAL, P.Q.

171 Slater Street
OTTAWA, Ontario

221 Yonge Street
TORONTO, Ontario

393 Portage Avenue
WINNIPEG, Manitoba

800 Granville Street
VANCOUVER, British Columbia

Ohio Vocational Interest Survey (OVIS) 1969
A.G. De Costa, D.W. Winefordner, J.G. Odgers, P.B. Coons, Jr.
Harcourt Brace Jovanovich Inc.
NEW YORK, New York

Reusable booklet edition (use with MRC answer sheets). 35 booklets (includes Directions for Administering).	Package of $10.10
MRC Answer Sheets - pkg. of 35	4.15
Manual for Interpreting	2.70
Guide to Career Exploration	7.50

Order from:

Guidance Centre
Faculty of Education
University of Toronto
1000 Yonge Street
TORONTO, Ontario
M4W 2K8 (Tel.: 416-928-3206)

NOTE: The Ohio Vocational Interest Survey is machine scored only. The administration of the test, the handling of materials and procedures for ordering the scoring service will be covered in the Instructor Orientation Course.

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NOTE: Prices quoted for commercial materials are the latest published by the respective suppliers.

NOTE: The respective suppliers have been contacted to ensure that they have sufficient supplies of those commercial materials on hand.

2. Choosing the Instructor

The choice of the instructor to conduct the course will be made by the appropriate persons in the designated field test institutions. The following points may be considered in selecting the instructor.

a. The instructor chosen must attend an instructor orientation course at the Training Research and Development Station. The instructor thus prepared for the field test project might well be considered as a resource person on the staff of the institution to further develop the program to meet local needs, to direct such development or provide consultation to other staff members for a wider adoption of the program or a modification of it.

b. Since the project is a field test, the purpose of which is to evaluate the Creating a Career program as it exists, the instructor should be one who can and will conduct the course in accordance with the methods and materials designated in the instructor's manual.

c. Since the first scheduled operation of the course will be a field test situation, the instructor should be able to critically assess the implementation procedures, operational characteristics and student acceptance of the instructional experiences so that an effective evaluation can be made.

3. Registering for the Instructor Orientation Course

A registration form is provided, in Part III of this manual. This form may be completed by the chosen instructor or the program supervisor. It should be submitted to the Training Research and Development Station, Box 1565, Prince Albert, Saskatchewan S6V 5T2.

4. Scheduling the Field Test

In view of the timing of the instructor orientation course the lead time required to acquire materials, and normal training schedul enrollment dates, it is expected that the field test instruction will begin in early or mid-October. There are several ways of scheduling the course and the respective colleges and institutions may choose a scheduling scheme most suited to their particular organizational needs and the needs or schedules of the selected student group. The course requires about 50 hours of instruction. Some possible scheduling schemes are:

a. a two-week block, with the course being conducted full time for each of 10 days;

b. a four-week schedule, with the course being conducted half time and other courses in the student's program being conducted in the remaining half-days;

c. a regularly timetabled one-hour class period daily for 50 days along with other courses in the student's program;

d. one full day each week for 10 weeks.

4. Preparing the Classroom

Most classrooms available for BTSD or other courses are suitable to conduct the program. Movable table and chairs will enable the instructor to change the classroom arrangement as required for large group, small group or dyads for role plays. Extra tables or suitable shelving should be available on which to place the kits and other materials for easy access by students.

In addition, the classroom should be equipped with a screen and an overhead projector throughout the course as this equipment is used in most topics and units. A video tape playback unit for 1/2 inch reel to reel tape and a television set is required in Topic II and again in Topic IX. An audio-tape playback unit or recorder suitable for group listening is required in Topic II, Topic III and again in Topic IX. The audiotapes supplied are cassette type.

The Instructor Orientation Course will be conducted in an area which will be set up as a model classroom for the program. Therefore instructors will have an opportunity to observe and experiment with the various arrangements, materials and equipment.

5. Orientation of Other Personnel

The instructor, or the program supervisor should plan to conduct a briefing for other personnel who have contact with the students. This briefing, which would normally require about two hours, will familiarize these personnel with the general nature of the program so that they will be better able to coordinate their related activities with the class and be better able to assess the operational characteristics and student reaction to the instructional experiences.

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PART III INSTRUCTOR ORIENTATION COURSE

PLACE	Training Research and Development Station 154 - 8th Street East PRINCE ALBERT, SASKATCHEWAN
DATES	Monday, September 23 to Friday, September 27, 1974.
TRAVEL	Prince Albert is served by bus and by air transportation both connecting with major national carriers at Saskatoon, Saskatchewan. Air transportation to or from Saskatoon, is not available on weekends. Limousine service is available to and from the airport. The bus depot is centrally located downtown.
ACCOMMODATION	There are several downtown hotels and several motels on Highway 2 at the southern entrance to the city. If downtown hotel accommodation is preferred, the Sheraton-Marlboro Motor Hotel is within easy walking distance of the Training Research Station and is recommended as the most suitable accommodation.
COSTS	There is no charge for the orientation course but participants through arrangements with their respective employers are responsible for their own travel, accommodation and sustenance expenses.
PROGRAM	The objective of the orientation is to prepare the participants to conduct the Creating a Career course in their own institutions. The orientation is being planned on the assumption that participants are adult basic education or skill instructors without special training in guidance and counselling.
REGISTRATION	Please send the registration form (see page 10 of this guide) to the Training Research and Development Station at least one week before the course begins.
MATERIALS	Participants are requested to bring this guide to the course.

INSTRUCTOR ORIENTATION COURSE

Day 1 - Monday	
9:00 a.m. - 12:00 noon	Registration
1:30 p.m. - 4:30 p.m.	Introductions, Introduction to Creating a Career, Distribution of Materials, Overview of the Orientation Course, The Adult Learner, Vocational Guidance for Adults
Day 2 - Tuesday	
9:00 a.m. - 12:00 noon	Creating a Career - content, process and components of Topics I, II and III
1:30 p.m. - 4:30 p.m.	Creating a Career - content, process and components of Topic IV
Day 3 - Wednesday	
9:00 a.m. - 4:30 p.m.	Creating a Career - content, process and components of Topic V.
Day 4 - Thursday	
9:00 a.m. - 12:00 noon	Creating a Career - content, process and components of Topics VI to IX
1:30 p.m. - 4:30 p.m.	The Occupational Information System, CCDO, Standard Tests
Day 5 - Friday	
9:00 a.m. - 12:00 noon	Organizing for Instruction, Preparing the Classroom, Scheduling Activities, Conducting the Program Evaluation

In addition to the scheduled sessions several independent study stations will be prepared so that participants can do extra reading, research, etc. on topics of personal interest or need.

CREATING A CAREER FIELD TEST
REGISTRATION FORM
INSTRUCTOR ORIENTATION COURSE

Instructor's Name: _____ Date: _____

College or Institution: _____

Program (Division): _____

Address of College: _____

_____

Telephone: _____ Telex: _____

TO ASSIST THE STAFF TO MORE EFFECTIVELY MEET YOUR PARTICULAR NEEDS FOR ORIENTATION TO CREATING A CAREER, WOULD YOU PLEASE SUPPLY THE FOLLOWING ADDITIONAL INFORMATION.

1. Have you attended a seminar on Creating a Career? ☐ Yes ☐ No

   Where? _____ When? _____

2. Do you have teacher training? ☐ Yes ☐ No
   Specify degrees, diplomas, courses, etc.

   _____

   _____

3. Have you had any special training in the teaching of adults? ☐ Yes ☐ No
   Specify courses, seminars, etc.

   _____

   _____

4. Describe your experience in teaching adults. How long? _____

   Type of courses taught. _____

   _____

5. Have you had any experience or special training in guidance and counselling?

   Specify. _____

   _____

6. Request for accommodation is attached. ☐ Will make own arrangements. ☐

   Please send to: CAC Instructor Orientation Course
   Career Development Programs
   Training Research and Development Station
   P.O. Box 1565
   PRINCE ALBERT, Saskatchewan S6V 5T2

PART IV EVALUATION

The function of evaluation is to facilitate and expedite decision making. Effective decision making is dependent upon having the appropriate kind and amount of valid and reliable information available at critical decision points. An evaluation process includes collection, compilation, and analysis of data to derive information in appropriate form to serve the decision situation at each level of decision making, the provision of this information to the levels of decision making and the determination and exploration of various alternative courses of action.

Evaluation Policy

Decisions to evaluate, what to evaluate, how to evaluate and how to use the derived products of the evaluation of the field test of Creating a Career lie with the administration of the field test institutions and the respective provincial adult training authorities. The evaluation system and instruments included later in this section have been prepared with a view to assisting local and provincial evaluation of the field test.

The Evaluation Process

The data collection instruments have been designed principally to serve what are seen to be the information needs of the program or division levels and the institutional levels of decision making. The focus of the data collection is on students, instructors, the Creating a Career course, the overall program in which the course is used and the institution. In addition, the various forms and procedures are intended for precourse, on-course and post-course data collection. The determination of information needs, at each level and within the precourse, on-course and post-course timing have been determined on the basis of the following:

FOCUS	DECISION SITUATIONS	INFORMATION NEEDS
Students	Problems, Needs, Solutions	Ed. level, Goals, Learning styles, Motivation, Interests Numbers, Demographic
Instructors	Preparation, Effectiveness	Knowledge, Skills, Attitudes, Morale
Program/ Course Development	Objectives, Methods, Materials, Evaluation	Validity, Reliability, Effectiveness, Appropriateness, Adequacy
Institution	Program support, Administrative support, Effectiveness, Cost, Local Needs	Personnel, Plant, Student personnel, Equipment, Cost, Program objectives, Program validity, Program effectiveness
Province	Administrative support, Provincial and local needs	Program objectives, Program effectiveness, Costs

Data Collection Instruments and Procedures

Pre Course

Evaluation of Instructor Orientation Course I
General Description of Field Test Site
Program Description
General Orientation Description (Planned)

On Course

Instructor's Daily Log
Program Supervisor's Assessment (no form)
Program Developer's Assessment (no form)
Student Attendance (no form)

Post Course

Evaluation of Instructor Orientation Course II
General Operational Description (Actual)
General Implementation and Maintenance Characteristics
Post Course Student Comments
Post Course Comments by Instructor

EVALUATION OF INSTRUCTOR ORIENTATION COURSE I

Please complete this form immediately after the orientation course.

1. Did you attend the full course? ☐ No ☐ Yes

   If no, which parts did you miss? _____

2. The following are the main topics covered in the course. Check your evaluation of the adequacy of coverage on these with respect to your preparation to conduct Creating a Career.

TOPICS	More Than Adequate	About Right	Less Than Adequate
Adult Learner			
Voc. Guidance for Adults Topics I-III			
Topic IV			
Topic V			
Topics VI-IX			
CCDO			
Occ. Info. System			
Standard Tests			
Organizing for Instruction			
Evaluation of the Field Test			

3. What other topics should be included in the orientation? _____

4. Were the methods used by the course instructors generally appropriate and effective? Comment on strengths and/or weakness?

5. To what extent did you study independently outside the formal sessions? _____ hours Principal topics studied: _____

_____

6. To what extent do you think that you are prepared to conduct Creating a Career?

- ☐ very well prepared
- ☐ fairly well prepared
- ☐ poorly prepared

7. How do you feel about starting to teach the course?

- ☐ enthusiastic and anxious to get started
- ☐ confident
- ☐ apprehensive
- ☐ scared stiff

USE THIS SPACE FOR ANY ADDITIONAL COMMENTS YOU WISH TO MAKE.

Date: _____ Instructor: _____

GENERAL DESCRIPTION OF FIELD TEST SITE

TO BE COMPLETED BY THE PROGRAM SUPERVISOR

Name of College, Institution, Board, etc. _____

Address of Main Campus or Mailing Address _____

_____

Address of Campus or Location where Field Test was Conducted

_____

_____

1. Approximate population of area served by the college _____

2. Principal type of industry in the college area (check one):

   ☐ Agricultural ☐ Forest ☐ Tourist

   ☐ Mining ☐ Manufacturing ☐ Other (specify)

   ☐ Petroleum ☐ Fishing _____

3. Student population characteristics:

   a. Predominantly Urban ☐ Rural ☐

   b. Predominantly Age 17-19 ☐ Age 20-24 ☐ Age 25+ ☐

   c. Predominantly Male ☐ Female ☐

   d. Predominantly Fee Pay ☐ CMTP ☐ Other Sponsorship ☐

   e. Percent: Basic Education (BTSD or Other) _____ percent

      Trades & Occupational Training (up to 1 year duration) _____ percent

      Technology _____ percent

   f. Expected total enrollment all programs in 1974-75 _____

4. Faculty characteristics:

   a. Number of instructors _____

   b. Number of full time guidance and counselling personnel _____

PROGRAM DESCRIPTION

TO BE COMPLETED BY THE PROGRAM SUPERVISOR

Please supply the following information on the overall program or division of studies in which Creating a Career is being conducted.

1. Name of the program: _____

2. Subjects or courses offered: _____

3. Certificate, Diploma, etc. issued to students on successful completion:

   _____

4. General program objective: _____

   _____

   _____

5. Number of instructors assigned full or part time to this program: ____

6. Enrollment in this program at time field test was conducted: _____

7. Scheduling type:

   a. Continuous intake ☐ Yes ☐ No How often? _____

      Continuous exit (graduation) ☐ Yes ☐ No

   b. Lock step (scheduled intake-exit) ☐ Length: _____ weeks

   c. Is there provision for temporary withdrawal and return to the program? ☐ Yes ☐ No

8. Organization for instruction:

   a. Does each class have more than one instructor? ☐ Yes ☐ No

      If yes, are instructors teaching particular courses or subjects?

      ☐ Yes ☐ No

   b. Do students take all or the major part of their instruction in one assigned classroom? ☐ Yes ☐ No

   c. Are the various courses (subjects) offered on a timetabled basis? ☐ Yes ☐ No

9. Methods of instruction:

   a. Instruction is mostly individualized ☐ Yes ☐ No

      Individualization extends to:

      Individualized pacing ☐ Individualized content ☐

      Individualized method of learning ☐

   b. Instruction is mostly group ☐ Yes ☐ No

      Group instruction is predominately lecture ☐

      Lecture-discussion ☐ Other (specify) ☐ _____

   c. Are audio-visual materials (films, tapes, and others) normally used:

      ☐ Each day?

      ☐ More than once a week?

      ☐ About once a week?

      ☐ Occasionally?

      ☐ Never?

10. Program support:

   a. Is there a library available to students in this program?

      ☐ Yes ☐ No

   b. Are occupational information materials available to students in this program? ☐ Yes ☐ No

   c. Is there a guidance counsellor assigned for students in this program? ☐ Yes ☐ No If yes, is the counsellor located in the same building? ☐ Yes ☐ No

11. Is this program operated in a building by itself? ☐ Yes ☐ No

12. General Student Characteristics:

   a. Age range _____ to _____

   b. Range of educational level _____ to _____

   c. Ethnic or cultural backgrounds _____

   d. Typically Urban ☐ Rural ☐

   e. Other _____

GENERAL OPERATIONAL DESCRIPTION (PLANNED)

TO BE COMPLETED BY THE PROGRAM SUPERVISOR OR INSTRUCTOR.

Please complete the following to describe in a general way the manner in which the Creating a Career course will be conducted.

1. Scheduling

   a. Start Date: _____ Completion Date: _____

   b. Number of training days between start and completion: _____

   c. Describe the scheduling in terms of hours per day, week, days per week, and other activities of students (if any). Attach planned timetable or schedule if available or if it will adequately describe the scheduling of instruction for the class:

   _____

   _____

   _____

2. Physical Arrangements

   Will the course be conducted in the same classroom throughout the project? ☐ Yes ☐ No If no, explain briefly. _____

   _____

3. Materials and Equipment

   a. Are all materials and equipment on hand now? ☐ Yes ☐ No

      If no, comment briefly. _____

      _____

   b. Were all materials received in good condition? ☐ Yes ☐ No

      If no, comment briefly. _____

      _____

4. Planned Enrollment

At Start Date	To Add During	To Withdraw During	At Completion

EVALUATION OF INSTRUCTOR ORIENTATION COURSE II

TO BE COMPLETED BY THE INSTRUCTOR

Please complete this form immediately after the conclusion of the Creating a Career course with your class.

After teaching the course, would you please comment again on the Instructor Orientation Course you attended prior to conducting Creating a Career.

1. Here are the main topics in the Orientation Course. Check your evaluation of the adequacy of coverage on these with respect to your preparation to conduct Creating a Career.

TOPICS	More Than Adequate	Adequate	Less Than Adequate
Adult Learner			
Voc. Guidance for Adults			
Topics I-III			
Topic IV			
Topic V			
Topics VI-IX			
CCDO			
Occ. Info. System			
Standard Tests			
Organizing for Instruction			
Evaluation of the Field Test			

2. What other topics should have been included in the orientation?

_____

_____

3. Please comment on how you could have been better prepared to conduct Creating a Career.

_____

_____

_____

Date: _____ Instructor: _____

GENERAL OPERATIONAL DESCRIPTICN (Actual)

TO BE COMPLETED BY PROGRAM SUPERVISOR OR INSTRUCTOR

Please complete the following to describe in a general way the manner in which the field test of Creating a Career was conducted.

1. Scheduling

   a. Start date: _____ Completion date: _____

   b. Number of training days elapsed between start and completion:

      _____

   c. Describe the scheduling in terms of hours per day, week, days per week, time of day and other activities of students (if any). Attach timetable or schedule if available or if it will adequately describe the scheduling of instruction.

      _____

      _____

      _____

2. Physical arrangements

   a. Was the course conducted in the same classroom throughout the project? ☐ Yes ☐ No

      If no, explain briefly. _____

      _____

   b. Sketch the classroom showing the approximate size and arrangement of furniture, materials and equipment.

3. Materials and Equipment

   a. Were all required materials and equipment on hand when needed?

      ☐ Yes ☐ No

      If no, explain briefly. _____

      _____

b. Were all materials received in good condition? ☐ Yes ☐ No

If no, explain briefly. _____

_____

4. Was the instructor absent for any scheduled sessions of the course?

☐ Yes ☐ No

If yes, explain briefly. _____

_____

5. Enrollment

At Start Date	Enrolled During	Withdrew During	At Completion

6. Other Comments

STUDENT DEMOGRAPHIC DATA

TO BE COMPLETED BY THE INSTRUCTOR

Please complete the following table showing data on each student enrolled. NOTE - names of students are not required.

Student	Age	Sex	Marital Status	Educational Level*	Last School Grade Completed & Year	Principal Previous Occ.	Ethnic or Cultural Background
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

* Specify How Determined: _____

_____

GENERAL IMPLEMENTATION AND MAINTENANCE CHARACTERISTICS

TO BE COMPLETED BY THE PROGRAM SUPERVISOR

Please comment on any problems which were encountered as a direct result of implementing and conducting the Creating a Career course with respect to:

1. Scheduling - classes and students, instructor time and duties, physical plant and furniture requirements, materials allocation, equipment allocation.

2. Program Support - requiring supervisory time, student personnel accounting (attendance, progress reporting, certificates, training allowance administration), counsellor activities or time, library facilities requirements or others.

3. Other Instructional Staff - functions, time, morale, effectiveness.

(Use back of the form if required.)

POST COURSE STUDENT COMMENTS

TO BE COMPLETED BY EACH STUDENT

Please complete this form. Do not write your name on it.

1. Was the course interesting? (check one)

   ☐ all the time

   ☐ most of the time

   ☐ some of the time

   ☐ hardly at all

2. Were the things you did and learned in the course about what you expected?

   ☐ all the time

   ☐ most of the time

   ☐ some of the time

   ☐ hardly at all

3. Did the things you did or were asked to do cause you to be embarrassed?

   ☐ all the time

   ☐ most of the time

   ☐ some of the time

   ☐ hardly at all

4. Did you have trouble understanding what you were to do in the exercises?

   ☐ all the time

   ☐ most of the time

   ☐ some of the time

   ☐ hardly at all

5. Do you think that the exercises, books, films, and tapes were easy to understand?

- ☐ all the time
- ☐ most of the time
- ☐ some of the time
- ☐ hardly at all

6. Did you feel that the activities and the materials were suitable for adults?

- ☐ all the time
- ☐ most of the time
- ☐ some of the time
- ☐ hardly at all

7. Please show how helpful or useful you found each of the following exercises to be.

EXERCISE	Very Helpful	Helpful	Not Helpful	Confusing
"Ten Persons I Am" and "Relating Behaviors to Roles"				
Film, "Listening Techniques"				
Tape and Questions on "Listening Practice"				
Taped "Question and Answer Models"				
The Programmed Exercises on Questioning				
Role Plays on Questioning				
"Ten Persons I Want To Be"				
The Decision Making Strategy				
Setting Personal Goals				
The (GATB) Aptitude Test				
The (OVIS) Interest Test				
Learning About Interests, Aptitudes, Temperaments				
Preparing Your Personal Profile				
The Keysort Cards				
The Occupational Exploration Kit (SRA)				
The G.C. Occupational Information Monograph				
Making an Occupational Choice				
Exploring Jobs				
Learning About Employment Agencies				
Filling Out Application Form 1				
Preparing Letters and Resumés				
Learning About Job Expectations				
Employment Interviews				

8. How helpful or useful was the student's book?

- ☐ very helpful
- ☐ helpful
- ☐ not helpful
- ☐ confusing

9. What do you plan to do with your student's book now?

- ☐ throw it away
- ☐ keep it for reference
- ☐ keep it as a souvenir
- ☐ don't know

10. As a result of this course are you now thinking about more or fewer possible occupational choices than before?

- ☐ many more
- ☐ some more
- ☐ no change
- ☐ fewer

11. As a result of this course do you feel that you are prepared to make decisions about your future career plans?

- ☐ better than before
- ☐ about the same as before
- ☐ less than before

12. As a result of this course, do you feel that you are prepared to find and get a job?

- ☐ better than before
- ☐ about the same as before
- ☐ less than before

13. How do you feel now about your future career plans?

- ☐ no change from before
- ☐ more certain than before
- ☐ less certain than before
- ☐ confused

14. Was the course helpful to you in planning your future?

- [ ] very helpful
- [ ] helpful
- [ ] not much help
- [ ] no help

15. Please write any other comments here.

POST COURSE COMMENTS BY INSTRUCTOR

TO BE COMPLETED BY THE INSTRUCTOR

1. Please comment on the content of the course by completing the following. Answer in reference to the needs and reactions of your students. Use your Instructor's Manual for reference to topics and units.

TOPIC	UNIT	RELEVANCY AND APPROPRIATENESS	EMPHASIS/ TIME	SEQUENCE	STUDENT INTEREST	STUDENT ANXIETY
I	1					
II	1					
	2					
III	1					
	2					
IV	1					
	2					
	3					
V	1					
	2					
	3					
	4					
VI	1					
	2					
	3					
VII	1					
	2					
VIII	1					
	2					
IX	1					
	2					

2. What content should be added to the course to make it more appropriate for your class? _____

_____

_____

3. Comment on the instructional methods by completing the following. Reference your responses to the needs and reactions of your class.

TOPIC/ ACTIVITY	METHOD	APPROPRIATENESS	EASE/DIFFICULTY IN CONDUCTING	APPROPRIATENESS STUDENT LEARNING	LEARNER INVOLVEMENT
Ten Persons I Am	Group				
Listening Techniques	Film				
Listening Practice	Tape/ Ques- tions				
Questioning Types	Prog. Inst.				
Questioning	Taped Models				
Questioning	Role Plays				
Ten Persons I Want To Be	Group				
Decision Strategy	Model/ Example				
Personal Assessment	Standard Test-GATB				
Personal Assessment	Standard Test-OVIS				
Personal Assessment	Expressed on Forms				
Accessing Occ. Info.	Keysort				

3. (cont'd.)

TOPIC/ ACTIVITY	METHOD	APPROPRIATENESS	EASE/DIFFICULTY IN CONDUCTING	APPROPRIATENESS STUDENT LEARNING	LEARNER INVOLVEMENT
Accessing Occ. Info.	Standard Test Gd.				
Occ. Information	Research Print Ma.				
Job Opportunities	Lecture/ Discuss				
Job Application	Models/ Practice				
Job Expectations	Cartoons/ Discuss				
Job Interviews	Taped Models/Role Plays				

4. Please comment on the instructor's manual in terms of the following:

a. Was it organized appropriately for your use? ☐ Yes ☐ No

Comment: _____

_____

_____

b. Was it comprehensive and complete enough for your use? ☐ Yes ☐ No

Comment: _____

_____

_____

c. Was it difficult to interpret or follow? ☐ Yes ☐ No

Comment: _____

_____

_____

d. Was it useful to include the tapescripts, copies of projectuals and student forms? ☐ Yes ☐ No

Comment: _____

_____

5. Comment on the instructional materials in terms of the given factors for your students.

	NEED	INTEREST	READING/UNDER-STANDING LEVEL	EASE OF USE
Student's Book				
Film "Listening Techniques"				
Tapes Question/Answer Models				
Programmed Exercises-Questioning				
Role Play Situations				
OVIS Interest Test				
GATB Aptitude Test				
Projectuals Topic V				
SRA Occupational Exploration Kit				
GC Occ. Information Monographs				
Exploring Occupations (Keysort Cards)				
Taped Job Interviews				

General Comments: _____

_____

_____

_____

6. Did students ask questions:

☐ all the time? ☐ some of the time?

☐ most of the time? ☐ hardly at all?

7. Did the students appear to be motivated to be involved in the learning experiences:

☐ actively involved most of the time?

☐ actively involved some of the time?

☐ were passive most of the time?

8. Did students discuss the activities with each other, assist each other, etc.

☐ all of the time? ☐ some of the time?

☐ most of the time? ☐ hardly at all?

9. What amount of out-of-class preparation was required for Creating a Career in comparison to other courses you have taught?

☐ somewhat more than ☐ about the same

☐ much more than ☐ less

☐ little more than

Comment: _____

_____

_____

10. As a result of this course, do you think your students have a better understanding of their abilities and interests?

☐ Yes ☐ No Comments: _____

_____

_____

11. As a result of the course, do you think your students have a better understanding of occupations generally, and of their chosen occupations in particular?

☐ Yes ☐ No Comments: _____

_____

_____

12. As a result of the course, do you think that your students are better able to make decisions related to career planning?

☐ Yes ☐ No Comments: _____

_____

_____

13. As a result of the course, do you think your students are better able to find and obtain a job?

☐ Yes ☐ No Comments: _____

_____

_____

14. What is your assessment of the general value of the course to your students in their career planning?

☐ Very helpful ☐ Not much help

☐ Helpful ☐ No help

Comments: _____

_____

_____

INSTRUCTOR'S DAILY LOG

For day-to-day notes by instructor on each topic and unit.

TOPIC I: EXPLORING PERSONAL ROLES
Unit 1: Identifying Roles

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC II: LISTENING FOR UNDERSTANDING
Unit 1: Listening Techniques

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC II: LISTENING FOR UNDERSTANDING
Unit 2: Listening Practice

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC III: QUESTIONING FOR INFORMATION
Unit 1: Questioning Techniques

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC III: QUESTIONING FOR INFORMATION
Unit 2: Questioning Practice

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC IV: SETTING GOALS
Unit 1: Analysing Roles

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC IV: SETTING GOALS
Unit 2: Setting Criteria

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC IV: SETTING GOALS
Unit 3: Setting Personal Goals

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC V: CHOOSING AN OCCUPATION
Unit 1: Setting Criteria

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC V: CHOOSING AN OCCUPATION
Unit 2: Exploring Occupations

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC V: CHOOSING AN OCCUPATION
Unit 3: Making an Occupational Choice

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC V: CHOOSING AN OCCUPATION
Unit 4: Exploring Jobs

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VI: IDENTIFYING JOB OPPORTUNITIES
Unit 1: Using Services of Agencies

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VI: IDENTIFYING JOB OPPORTUNITIES
Unit 2: Using the Media

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VI: IDENTIFYING JOB OPPORTUNITIES
Unit 3: Using Personal Contacts

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VII: MAKING JOB APPLICATIONS
Unit 1: Completing Application Forms

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VII: MAKING JOB APPLICATIONS
Unit 2: Preparing Letters and Resumés

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VIII: EXPLORING JOB EXPECTATIONS
Unit 1: Identifying Job Expectations

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC VIII: EXPLORING JOB EXPECTATIONS
Unit 2: Practising Employee Roles

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC IX: HANDLING JOB INTERVIEWS
Unit 1: Interviewing Techniques

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.:

TOPIC IX: HANDLING JOB INTERVIEWS
Unit 2: Interviewing Practice

Time (Hours) Required:

Methods and Procedures:

Materials:

Student Reaction - Acceptance, Interest, Anxiety, etc.: